

Work Integrated Learning Professional Experience Student General Handbook

Bachelor of Education
Master of Teaching and Learning



JAMES COOK
UNIVERSITY
AUSTRALIA



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INTRODUCTION

Foreword

Welcome to the College of Arts, Society and Education. You have chosen a profession where, as a future educator, you can improve student learning outcomes. The Professional Experience continuum aligns with the Australian Professional Teaching Standards for teachers throughout your course and is strongly connected to theoretical learning with practice. The opportunity to engage in Work Integrated Learning in schools and centres supports the development of your transition into a profession of researchers for learning and change. This authentic experience aligns with what is studied at University. It is a way to learn **in** and **through** practice.



Trisha Telford
Professional Experience Academic Coordinator [Education]

Handbook Purpose

This book outlines the requirements for Professional Experience. The information is needed to inform Preservice and Graduate Student Teachers to prepare them for a successful and rewarding placement. This book contains the following:

- The roles of partnership Schools/Centres, Site Coordinators, Site-Based Teacher Educators, University Academic Liaisons and Preservice and Graduate Student Teachers
- The Guidelines for Professional Experience
- At-Risk Procedure for Preservice and Graduate Student Teachers
- Responsibilities and expectations before, during and after Professional Experience
- Requirements for assessment of Professional Experience, including the expectations for each **year level**
- School/Centre Documentation and Procedures for Work Integrated Learning
- An Overview of the Work Integrated Learning Program

Upon successful completion of the Professional Experience program, Preservice Teachers or Graduate Student Teachers will develop a demonstrated body of knowledge and a range of skills as prescribed in the Australian Professional Standards of Teaching. JCU students will also be consciously refining beliefs and learning dispositions to construct a professional identity that resonates with a commitment to student learning and wellbeing.

Contacts

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Handbook Abbreviations	
SC: Site Coordinator	SBTE: Site-Based Teacher Educator
PST: Preservice Teacher (Undergraduate)	GST: Graduate Student-Teacher (Postgraduate)
GRR: Gradual Release of Responsibility	Portfolio: Professional Experience Portfolio
GTMJ: Guide to Making Judgement	ISMG: Instrument-Specific Marking Guide
AC: Academic Liaison	
APST: Australian Professional Standards for Teachers	
QPERF Report: Queensland Professional Experience Reporting Framework	
Profex Coordinator: Professional Experience Academic Coordinator [Education]	
PEAC: Professional Experience Advisory Committee	
CASE: College of Arts, Society and Education	
WIL: Student Placements Team	

Glossary of Web Links
JCU Professional Experience for Teachers – Frequently Asked Questions
AITSL Professional experience Participant roles and responsibilities
QCT Evidence Guide for Supervising Teachers
LANTITE

PLACEMENT PATHWAY PROGRAM

OUR APPROACH THE BENEFITS



JCU PARTNERSHIPS

Build strong placement pathway partnerships with sectors and schools to strengthen the profession

KNOWLEDGE & UNDERSTANDING

Best theory is in practice; work within and beyond the requirements



PUBLIC GOOD

Seek through actions to be better teachers, colleagues, staff and community members by providing high-quality, consistent placements

PROFESSION

Develop the future of the Profession with quality graduates with a sense of place for our region



PROFESSIONAL EXPERIENCE



ALIGNMENT

An opportunity to explore the relationship between Theory & Policy and the enactment of Evidence Informed Practice.

PRACTICE

A structured opportunity to develop and demonstrate their skills in the classroom.



APST

An opportunity to engage with and to demonstrate the Australian Professional Standards for Teachers at the graduate career stage as they progress through their program.

PROFESSIONAL EDUCATOR

An opportunity to learn about being an ethical member of the teaching profession through example and develop a teacher identity.



WORK INTEGRATED LEARNING

The JCU Professional Work Integrated Learning Program is based on a **range of principles**:

- *Developmental* – activities follow a developmental sequence, from scaffolded support to collaborative engagement and, finally, independent practice.
- *Founded on partnership* – schools/centres, Universities and Preservice and Graduate Student Teachers are partners in the teacher education process.
- *Integrated* – close integration of theory, current policy and practice is critical for the success of the placement.
- *Inquiry-oriented* – activities and discussions about teaching need to recognise the complexity of the profession.
- *Contextualised* – the contexts for teaching, including the learners, physical environment, school /centre ethos, programs and policies that shape the response required by teachers.
- *Outcomes focused* – the program aims to develop graduates who:
 - are autonomous, reflective, collaborative practitioners
 - understand and are competent in a wide range of learning and teaching contexts
 - are critical decision-makers who contribute to continual improvement in education and are committed to enhancing educational outcomes for all learners
 - meet the Australian Graduate Teacher Standards.

Placement Aims and Objectives

Upon completing the Work Integrated Professional Experience program, the PST or GST will have cultivated a habit of contributing to an image of teaching as a Professional Educator who cares and seeks to make a difference. The Professional Experience offers authentic learning opportunities to develop the necessary skills and knowledge of teaching and personal, interpersonal, and emotional capabilities (Scott, 2014). Our strong partnership with host schools and centres supports our students during integrated placement to develop graduate teachers with a sense of **Place** who meet the prescribed Australian Professional Standards of Teaching (APST). Our collective efforts also seek to foster graduate teachers who demonstrate characteristics of high-calibre aspirant teachers who act as future researchers for learning and change. As outlined in Queensland Schooling Sector's Expectations of Graduate Teachers, these attributes develop a learning disposition "to continue to seek answers to difficult problems of teaching and learning and the skills to learn from practice as well as to learn for practice" (Darling- Hammond, 2006). Put simply, JCU graduate teachers are critically reflective and seek in their actions to be better teachers, colleagues, and community members.

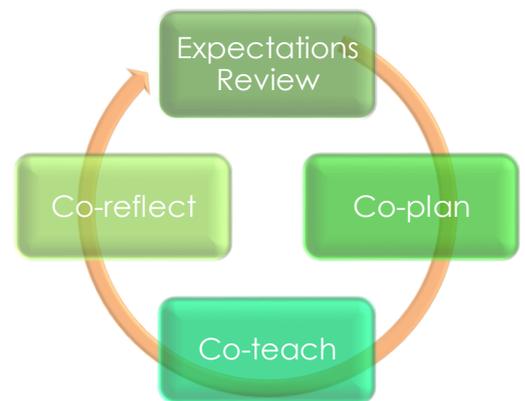
With our Partnership Learning Schools and Centres, we work towards developing critically reflective JCU graduate teachers who demonstrate:

- a quality of teaching defined by the APST at a Graduate Level
- personal capabilities: self-awareness, decisiveness, commitment
- interpersonal capabilities: influencing, empathising
- cognitive capabilities: diagnosis, strategy, flexibility, and responsiveness
- appreciation of **Place** and understanding of the strengths and challenges of our North Queensland and Far North Queensland regions
- appreciation of and understanding of the strengths and challenges of rural and remote educational practices and communities
- a professional identity that resonates with a commitment to student learning and wellbeing

Professional Learning Cycle during Professional Experience

*"[T]hree great means of nurturing the ethical ideal: dialogue, practice and confirmation."
(Noddings, 2003)*

Professional learning is conceptualised as co-constructive and entails a recursive learning cycle that reviews expectations to support the following stages of active learning: co-planning, co-teaching, and co-reflecting. These phases offer opportunities for Preservice and Graduate Teachers to develop confidence and capacity to engage in the complex work of teaching.



Engaging in an open and respectful dialogue about expectations is critical to ensure a successful and rewarding professional experience.

This shared responsibility requires clarity in communication to achieve a shared understanding of the professional learning intentions and expectations.

Providing an induction is advised to ensure that the pre-service and graduate student teacher is familiar with the school's organisation, Work Health and Safety procedures, school rules and routines, expectations concerning the conduct and professional responsibilities in accordance with the school/centre culture and ethos. The purpose of this meeting is to start the placement with an understanding of the standpoint of all stakeholders. It is both diagnostic groundwork and an opportunity to set goals, connect on similarities, identify differences for self-discovery, and initiate the co-constructivist learning relationship. To this end, Preservice Teachers **provide a one-page introduction** to the Site-Based Teacher Educator prior to the meeting. The introduction will include these four areas:

- brief description of self and professional experience goals in relation to the APST
- stage of development and knowledge in relation to the degree structure
- capabilities, skills, and talents
- expectations

Preservice Teachers or Graduate Students will be positive, open, and responsive in this conversation. They will share an understanding of the professional requirements and respectfully consider the Site-Based Teacher Educators' perspective.

The Site-Based Teacher Educator will be open and explicit in communication and expectations. The expectations are informed by understanding the class's needs, the Professional Experience Handbook, and the Preservice and Graduate Student Teachers' goals for the Professional Experience. Ongoing conversations and review of expectations contribute to a successful and rewarding Professional Experience.

The following are essential points to negotiate:

- a timeline of tasks and distribution of responsibilities
- explicit description of expectations of each evaluation criterion (see each Assessed Report)

Collaborative Professional Learning

Co-planning, co-teaching and co-reflecting

Team Teaching – Learning alongside the expert

Collaborative teaching or co-teaching is an instructional strategy of working together where the Site Based Teacher Educators can model best practice. The SBTE takes the **Lead Teacher** role by having the 'main responsibility' during the phases of teaching, guiding the PST and GST during the in-the-moment decision-making and enactment of teaching. As the placement progresses, the PST and GST take the Lead Teacher role while still employing the Team-Teaching instruction strategy.

Common [team-teaching approaches](#):

- two teachers delivering instruction together
- one teacher delivers instruction while the other teacher assists learners
- one teacher delivers instruction while the other teacher observes and collects data
- two teachers teaching in parallel, delivering instruction simultaneously to two groups
- two teachers splitting the class into two groups; one teacher works with the larger group while the other teacher works with individual learners or small groups

Expectations during Co-planning Phase

Co-planning makes visible curricular thinking and promotes pedagogical conversations that celebrate the complex, creative and intellectual work of teaching. The professional and reflective dialogue will include sharing curricular considerations on intent, differentiation, lesson design, and pedagogical and resource selections in each stage. PST/GSTs will draw from coursework theoretical knowledge and Professional Experience to **contribute** to the **shared responsibility** of co-planning. Site-Based Teacher Educators will support learning by gradually releasing **responsibility** in planning for the PST/GST to take the Lead Teacher role. Site-Based Teacher Educators will model, share, and guide PST/GSTs to independent planning.

Expectations during Co-teaching Phase

Co-teaching provides an active learning opportunity for PST/GSTs to **share responsibility** in executing the lesson plan, **enacting** selected pedagogical strategies, observing, and responding to the Site-Based Teacher Educators' practice, and observing student responses. PST/GSTs will be **guided to teaching independently**, with Site-Based Teacher Educators modelling, sharing, and describing practices in teaching, monitoring, gathering, and measuring evidence of student learning and managing an effective classroom. Over the four or two years of professional experience placements, PST/GSTs develop the **art of teaching** by modelling, blending, and experimenting. Placement offers PST/GSTs the opportunity to sharpen their agility to make pedagogical decisions and increase their fluency in describing their practice.

Expectations During Co-reflecting Phase

As a co-constructive professional experience, co-reflection is crucial to clarify and affirm learning in the Professional Experience. PST/GSTs will take an active responsibility to **monitor and reflect** on the contributions to student learning and personal and professional development. PST/GSTs will share personal reflections and consider the Site-Based Teacher Educators' **review** of the assessed performance. Whilst Site-Based Teacher Educators have the formal responsibility to evaluate and report on performance, recognising this co-reflection activity offers a **critical opportunity** for professional conversations about Curriculum, pedagogy, and the measurement and impact for and of student learning.

Throughout the Professional Experience, the PST/GSTs will discuss and review the annotated **Professional Experience Portfolio of Evidence**. The expectation is to discuss **the work samples and annotated artefacts the PST and GST have collated throughout the placement** to support their knowledge and development of the Australian Professional Standards.



Collaborative Professional Learning

Site-Based Teacher Educators and PST/GSTs will discuss **shared responsibilities** in each stage of collaborative professional learning and determine a timeline for a Gradual Release of Responsibilities as Lead Teacher. This timeline should also be responsive to PST/GST's confidence. Adapted from the literature on the Gradual Release of Responsibility, the table below outlines the collaborative professional learning process for the PST/GST to take full responsibility for the **Lead Teacher** role.

Timeline	Collaborative Learning Stage	Site-Based Teacher Educators	Preservice/Graduate Student Teachers
 Increasing Confidence	Model	<ul style="list-style-type: none"> • Demonstrate and describe the desired quality of performance • Identify and explain the evidence/research/policy that informs practice • Provide timely and descriptive feedback to confirm, correct and refine practice 	<ul style="list-style-type: none"> • Listen, observe, document and model Site-Based Teacher Educators' practices • Reflect and refine practice
	Collaborate	<ul style="list-style-type: none"> • Demonstrate and describe selected segments of a planning/teaching task (what PST & GST are not confident in doing) • Support, scaffold and synchronise to complete the task • Provide descriptive feedback to prompt reflection 	<ul style="list-style-type: none"> • Select and demonstrate a segment of a task (what PST & GST feel confident in doing) • Adopt and/or adapt Site-Based Teacher Educators' examples • Observe Site-Based Teacher Educators' contribution to completing the task • Reflect and refine practice
	Guide	<ul style="list-style-type: none"> • Support the setting of learning intents • Observe and prompt • Provide reflective questions to probe curricular considerations 	<ul style="list-style-type: none"> • Apply and adapt examples of practice • Monitor and evaluate the contribution to student learning
	Work Independently (final stage of Placement)	<ul style="list-style-type: none"> • Coach: observe, prompt, refine, and sharpen performance • Evaluate practice 	<ul style="list-style-type: none"> • Create a quality of practice that reflects shared expectations • Generate performance that reflects aspired professional identity • Monitor and evaluate their contribution to student learning

Reflective Practice Dialogue

A guide to engaging in team-teaching professional conversations on learning and teaching while on placement

EXPECTATIONS REVIEW

- What is your learning intent? What informs your intent?
- What contributions will you make to student learning?
- What are your expectations of your colleagues, and what can be expected of you?
- How will you know your learning has been successful?

CO-PLANNING

- What resources will you use to inform your planning?
- What outcomes are appropriate for the class? How do you know?
How does the learning context influence your decisions?
- How will you know your learners? What do you want to know? How will use the information to inform planning?
- What activities and/resources will you use to encourage students to be intellectually curious and stretch potential learning?
- What activities/resource will you use to scaffold students to success?
How are you differentiating student learning? Why?
- How does assessment influence your planning?

CO-TEACHING

- What teaching strategies will you use? Why?
- How do you sustain student learning and interest?
How do you enact care for your students?
- How do you ensure a positive, safe & supportive learning environment?
How do your address misconceptions?
- Which strategies do you use to elicit higher order thinking?
- How do you engage in opportunities for incidental learning and inquiry should they arise?

CO-REFLECTION

- How do you check for student understanding?
How do you give feedback to support learning? Why? When?
- What have you learnt from your mistakes?
- What will you choose as evidence for your portfolio? Why?
- What is your impact on student learning? How do you measure the impact?

JCU PROFESSIONAL EXPERIENCE PROGRAM

Work Integrated Learning

PST/GSTs must engage with all coursework during the semester. It informs effective practice and enables the PST/GST to enact the teaching and learning requirements during Professional Experience. The Collaborative Learning approach maximises both the learning for the PST/GST as a future educator and the students of the classroom's learning.

1st Year WIL Program

ED1421 Foundations of Language and Literacy in Education



ED1439 Early Childhood Education and Care 1

ED1492 Teaching Mathematics & Numeracy in Primary & Early Childhood Settings

ED1491 Foundations of Mathematics and Numeracy for Middle School Teachers



FRAMEWORK

Begin developing an awareness of

- a teaching philosophy, professional identity and recognising contemporary **discourse** in Australian education
- how learner needs are **identified**
- how identified learner needs are **considered** in the planning and teaching of literacy and numeracy
- how learner needs are **managed** in positive learning environments

APST

"How can I know my learners & how might my perspective of students shape my practice and contribute to student learning?"



Professional Knowledge: 1.1 1.3 1.5 2.1 2.5



Professional Practice: 3.4 3.5 4.1 4.2 5.2 5.4 - **ECE 3.6 3.7**

Professional Engagement: **6.2 7.1 7.4 - ECE 6.2 6.3 6.4 6.5 7.2 7.3**



REQUIREMENTS

ED1421
10 ECE
5 Days Primary & Secondary
Professional Experience Report
ECE - Prior to School Setting



ED1492 - ECE & Primary
ED1491 - Secondary
5 Days
Professional Experience Report
ED1439 (ECE ONLY)
10 Days
Completion Report
Attendance Record

LEARNING TASKS

Targeted Observations - Information & strategies used to know students and how it informs teacher decision making
Learner Profiles



Focus on literacy & numeracy strategies
Professional Discussions



ECE & Primary - Lead a **Segment** of learning during an English & Maths lesson

Secondary - Lead a **Task** of 1st or 2nd Teaching Areas with Literacy & Numeracy Capabilities Focus

2nd Year WIL Program

ED2491 Planning for Engaging Learning - ECE, Prim, Sec

ED2094 Approaches to Oral Language and Reading Development in the Early Years - ECE

ED2097 Play Pedagogies for Early Learners - ECE

ED2194 Approaches to Oral Language and Reading

Development in Primary School - Primary

ED2492 Junior Curriculum 1 - Secondary



FRAMEWORK

Knowledge of curriculum and planning for diverse learners through:

- Planning and teaching **individual lessons** that respond to learner needs and strengths
- Co-planning and teaching a **sequence of lessons** with close guidance and attention to literacy and numeracy demands
- Justifying and demonstrating a selection of pedagogical knowledge frameworks and practices in planning, teaching and assessment



APST

"What is the impact of my pedagogical decision on student learning?"

Professional Knowledge: 1.1 1.3 1.5 2.1 2.2 2.3 2.5

Professional Practice: 3.1 3.2 3.3 3.4 3.5 3.6 4.1, 4.2 5.1 5.2 5.4 - **ECE 4.3 / SEC 4.5**



Professional Engagement: **6.3 ECE 6.2 7.2 / SEC 7.3**

REQUIREMENTS

ED2491
5 Days
Professional Experience
Formative Report

ED2094 (ECE)
ED2194 (Primary)
ED2492 (Secondary)
10 Days
Professional Experience Report

ED2097
10 Days
Professional Experience Report
ECE - Prior to School Setting



LEARNING TASKS

- Targeted Observation of **teacher-centred approaches** to learning
- Discussions concerning the **alignment** of intended, enacted and assessed learning in the classroom
- Collect and gather evidence of **learner progression**
- Planning and development of enacted learning to structure a lesson – including the transition between the stages
- Observation of teaching strategies and **safe and supportive environments** to engage learners
- Deliver a teacher-centred lesson → Deliver a **sequence of learning lessons**



3rd Year WIL Program

ED3442 Inclusive Education: Differentiated Learning

ED3590 Early Childhood Education and Care 2

ED3097 Reflective Teaching Cycles and Positive Learning Environments (ECE)

ED3197 Reflective Teaching Cycles and Positive Learning Environments (Primary)

ED3297 Reflective Teaching Cycles and Positive Learning Environments (Secondary)

FRAMEWORK

Design inclusive learning environments by

- Using curricular frameworks to plan appropriately aligned & sequenced lessons
- Selecting and using appropriate teaching strategies
- Designing learning experiences based on baseline data and learner characteristics
- Monitoring and evaluating the impact of enacted practice on student learning to inform lesson design

APST

Teaching cycles are informed by evidence and reflection on learners and their learning

“What is the impact of my pedagogical decision on student learning?”

Professional Knowledge: 1.1 1.2 1.3 1.4 1.5 1.6 2.1 2.2 2.3 2.4 2.6



Professional Practice: 3.2 3.3 3.4 3.5 3.6 3.7 4.1 4.2 4.3 4.4 4.5 5.1 5.2 5.3 5.4 5.5



Professional Engagement: 6.1 7.1 7.2 7.3

REQUIREMENTS

ED3442

5 Days

Professional Experience
Formative Report



ED3097 ECE

ED3197 Primary

ED3297

15 Days

Professional Experience
Report

ED3590

10 Days

Completion Report
Attendance Record
ECE - Birth - 2 Setting

LEARNING TASKS

Collect and analyse data to inform planning for learning



Design a formative assessment task



Plan to enact the teaching and planning cycle by using evidence of student learning and reflection on learners

Reflect upon the alignment of curriculum, pedagogy and assessment between intended plans and the enacted teaching

4th Year WIL Program

ED4486 Professional Experience A

ED4490 Professional Experience B

FRAMEWORK

Independently take responsibility to enact the Plan, Teach, Assess, Reflect Cycle by:

- Synthesising and applying knowledge and skills in complex learning and community contexts to assure achievement of the Graduate Teacher Standards
- Consolidating a professional identity as a resilient, continuing learner, researcher and leader of learning to transition into the profession

APST

“What is my impact on student learning and how do I know?”



Professional Knowledge: All APST except 1.2

Professional Practice: All APST



Professional Engagement: 6.3 7.1 7.2 7.3 7.4

REQUIREMENTS

ED4486

15 Days

Professional Experience
Report - Engagement
Level



ED4490
25 Days
QPERF
Report

LEARNING TASKS

Use baseline data to independently prepare a 4-week plan considering learner needs, curriculum alignment, pedagogy and assessment



Independently teach a full teaching load enacting the PTAR iterative cycle



Implement planned summative assessment



Grade and apply relevant standards and criteria informing judgement and engage in moderation

1st Year Master of Teaching and Learning WIL Program

ED5950/ED5955

Learning for Diverse Learners in School Contexts

ED5960/ED5965

Teaching for Learning in Diverse School Contexts

FRAMEWORK

Use informed pedagogical frameworks for teaching diverse learners to

- Understand the learner and respond to student needs and the diverse communities to which they belong
- Understand the role of the teacher in influencing learning, especially in response to individual student needs

APST

ED5950 & ED5955 - 5 Days
Preliminary Professional Experience Report



Professional Knowledge: 1.1 1.3 1.4 1.5 2.1 2.2 2.4

Professional Practice: 3.1 3.2 3.5 4.1 4.2 4.4 5.2

Professional Engagement: 6.3 7.1



ED5950 & ED5955 - 10 Days
Final Professional Experience Report

APST

Professional Knowledge: 1.6 2.3 2.5 2.6



Professional Practice: 3.3 3.4 3.6 4.3 4.5 5.1 5.4

Professional Engagement: 6.2 7.3 7.4



ED5960 & ED5965 - 20 Days
Professional Experience Report



LEARNING TASKS

Collect and annotate relevant classroom data and evidence

Analyse data to understand the diversity of learners and the impact for 'readiness' for learning

Gradual Release of Responsibility to independent planning to enact the teaching & planning cycle by using evidence of student learning and reflection on learners

Consider curriculum alignment with relevant ACARA links and learning outcomes

2nd Year Master of Teaching and Learning WIL Program

ED5974 (Primary) ED5979 (Secondary)

Final Graduate Professional Experience

FRAMEWORK

Independently take responsibility to enact the Plan, Teach, Assess, Reflect Cycle by:

- Synthesising and applying knowledge and skills in complex learning and community contexts to assure achievement of the Graduate Teacher Standards
- Focus on the role of assessment in influencing planning and informing professional learning

APST

"What is my impact on student learning and how do I know?"



Professional Knowledge: All APST except 1.2

Professional Practice: All APST

Professional Engagement: 6.3 7.1 7.2 7.3 7.4



REQUIREMENTS

ED5974
25 Days
Primary
QPERF Report



ED5979
25 Days
Secondary
QPERF Report

LEARNING TASKS

Use baseline data to independently prepare a 4-week plan considering learner needs, curriculum alignment, pedagogy and assessment



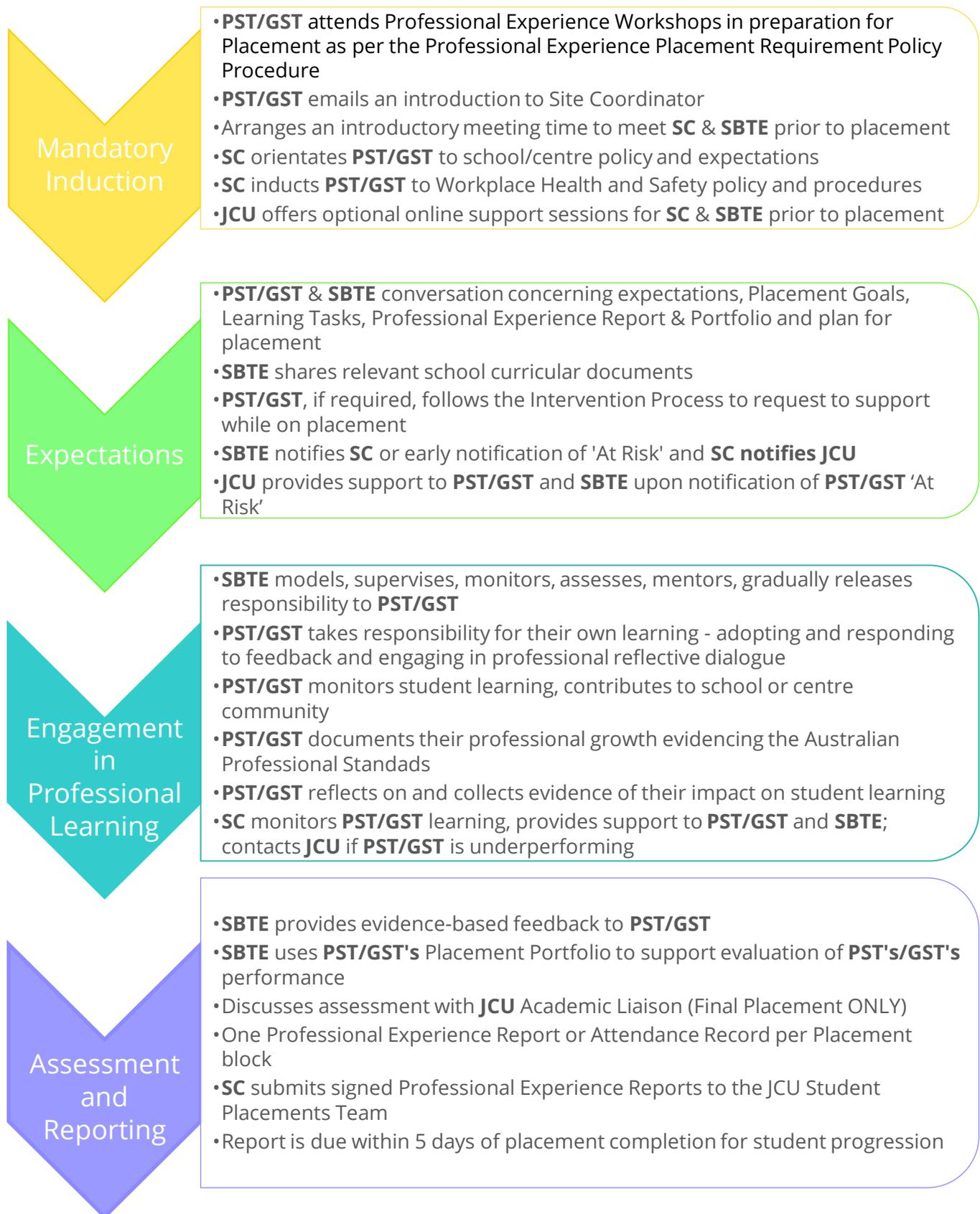
Independently teach a full teaching load enacting the PTAR iterative cycle

Implement planned summative assessment



Grade and apply relevant standards and criteria informing judgement and engage in moderation

General Roles & Responsibilities – Supporting High-Quality Consistent Placements



Preservice/Graduate Student Teacher's Responsibilities

ATTITUDE

- Display enthusiasm and an openness to learning
- Show an awareness that settings do differ
- Commit to valuing and promoting the education, safety and well-being of all learners
- Respect professional ethics & boundaries

REFLECT

- See the practicum as an occasion for inquiry and learning
- Reflect on and apply SBTE advice and feedback
- Engage in conversations about developing a personal, educational philosophy
- Reflect on the effectiveness of teaching for all learners

AGENCY

- Behave in ways that help build trusting, collaborative relationships
- Show responsibility for learning and set learning goals
- Prepare for the placement and have full knowledge of requirements
- Work to meet the goals and requirements of the placement
- Seek to become increasingly independent
- Comply with site Workplace Safety proceduress and policy

PRACTICE

- Link theoretical learning with authentic practice
- Know the requirements for the placement
- Develop an understanding of the Australian Professional Standards for Teachers
- Work to improve practice and the impact on student learning
- Develop Professional Experience Portfolio

Site Coordinator's Responsibilities

CONTEXTUALISE

Familiarise with Professional Experience Partnership Handbook and information on placements, Reporting & General Processes

Make available JCU Professional Experience Resource Portfolio link to SBTE

Provide Induction for PST & GST

MODEL

A welcoming and learning culture

Respect for professional ethics

Ways to support SBTE in the supervisory roles of Preservice and Graduate Student Teachers

MENTOR

Engage in conversations about practices, beliefs & education principles

Develop a professional learning and growth culture to inspire PST & GST to become and remain teachers

Provide the opportunity for PST/GST to participate purposefully in the school/centre life

Mentor the development of emerging teachers to contribute to the availability of quality placements

SUPPORT

Liaise with JCU regarding the arrangement of placement

Lodge At-Risk Notification if appropriate

Liaise with SBTE throughout placement to monitor PST/GST's progress

Encourage effective teachers with coaching skills to take on the role of SBTE

Support the work of the SBTE and the professional learning to acquire skills in assessing, supervising, and coaching

Work closely with JCU supporting the objectives and planned components of each placement are clear and well documented

Site-Based Teacher Educator's Responsibilities

CONTEXTUALISE

Familiarise with the required learning and assessment context for the Professional Experience

Utilise Support Material from the JCU Professional Experience Resource Portfolio

Inform students and parents of PST & GST's role

Discuss all expectations

Review the QCT Evidence Guide for SBTE & Professional Experience Checklists

MODEL

A welcoming and learning culture

The enactment of Professional Knowledge, Practice and Engagement to improve the impact on student learning

Ways to establish professional & ethical relationships

Evidence-informed practice

Engage in conversations about practices, beliefs & education principles

SUPERVISE

Provide negotiated regular time for collaborative professional learning

Promote increasingly independent practice

Ensure handbook learning tasks are completed

Guide PST/GST toward appropriate outcomes for all learners

Supervise PST/GST's development of meeting the capacity to demonstrate the APSTs from Engagement to Achievement

REFLECT

Provide regular, evidence-based oral and written feedback to support PST/GST's next step development

Liaise with Site Coordinator to monitor Preservice Teacher's progress

Assesses PST/GST rigorously and fairly against the requirements of the placement and the Australian Professional Standards for Teachers **at the graduate career stage**

JCU's Responsibilities

CONTEXTUALISE

Prepare PST/GST for the requirements of placement

Provide Professional Experience Workshops per Year Level

Familiarise PST/GST with QCT (or relevant State Teacher Accreditation Authority) to Professional Conduct and Ethics documentation

Provide foundational skills and knowledge to align core teachers' work and develop critical thinking skills

SC/SBTE SUPPORT

Provide opportunities to engage in dialogue

Support moderation for final placement

Provide opportunities for professional learning and development for SBTE and SC for the JCU Professional Experience Program

Provide explicit information about structure, focus & expectations for each placement

PST/GST SUPPORT

Support in developing a teacher identity and agency

Provide appropriate processes to seek Intervention

Academic Liaison visit final placement

Support in the understanding of and development in demonstrating the Australian Professional Standards for Teachers

Support PST/GST to engage in reflective practice

DOCUMENTATION

Provide information and documentation – General Handbooks & Professional Experience handbooks and associated materials

Provide formative and summative assessment tools to make and record judgements and advice against APST

Provide processes to manage and support for all stakeholders with the aim to support the PST/GST have a successful placement

Academic Liaison's Responsibilities

CONTEXTUALISE

The Professional Experience Academic Coordinator oversees the JCU Professional Experience program, supports, and advises partners in the Professional Experience process: the Preservice or Graduate Student Teacher, Site-Based Teacher Educator and Site Coordinator. In the final year of the Bachelor of Education and Master of Teaching and Learning, Preservice or Graduate Student Teachers will be allocated a JCU Academic Liaison who will support PST/GST through **both phases** of Professional Experience.

COMMUNICATE & SUPPORT

Establish contact with the PST/GST and **Site Coordinator** in the first phase of placement as a means of introduction and to offer words of encouragement and positivity

Establish contact with the PST/GST and **Site Coordinator** early in the **final** Professional Experience

Support PST/GST as they progress through the final suite of Placements

MODERATE

Organise to meet with Supervising Teacher(s) and PST/GSTs to discuss/moderate progress towards Graduate Level

View and discuss the Preservice & Graduate Student Teacher's **QPERF Portfolio**

Discuss and review any concerns concerning the progress towards Graduate Level

Support the process of At-Risk Notification and the collaborative process of developing an action plan of support that serves the best interest of all parties, including a time for review

Liaison with Professional Experience Academic Coordinator

DOCUMENTATION

Provides feedback to PST/GST

Provides school feedback to JCU via the Academic Liaison Report

PROGRAM ACCREDITATION

Placement Requirements

James Cook University's Education courses are Nationally Accredited programs. The following guidelines meet those program standards and are consistent with the Australian Institute of Teaching and School Leadership ([AITSL](#)) requirements. The Student Placements Team commits to sourcing equitable, high-quality placements for all JCU students.

PLACEMENT IS A REQUIREMENT

Post-admission requirements for the Bachelor of Education and Master of Teaching and Learning include prescribed professional placements.

Students who do not complete the required number of days of a professional experience subject or a professional component of a subject without the approval of the Professional Experience Academic Coordinator will be determined to have failed the subject.

Students may be required to undertake such placements away from the campus at which they are enrolled, at their own expense – [Coursework Enrolment Procedure. \(6.1\)](#)

In accordance with the [Professional Experience Placement Requirements Procedure](#), students must ensure all Placement Requirements as outlined in both Course and Professional Experience Student General Handbooks are adhered to prior to undertaking a Student Placement.

Students who fail to comply with Placement Requirements per the [Coursework Enrolment Procedure 6.4](#) may be withdrawn from their subjects and discontinued from their course.

Students are expected to **plan** financially to be able to undertake placements away from their home base as per the [Coursework Enrolment Procedure 6.1](#). A student may apply for special consideration if financial planning to undertake a Professional Experience outside your local area is disrupted due to exceptional or unforeseen circumstances. You are unlikely to be granted special considerations under these circumstances more than once.

PLACEMENT SPECIAL CONSIDERATION PRIOR TO COMMENCING A PLACEMENT

The PST/GST and SBTE **cannot negotiate** changed placement dates outside the Professional Experience Calendar without gaining approval from the process, as detailed in the procedures below.

As per the JCU [Learning, Teaching and Assessment Procedure](#), 3.1, all students must make themselves available for assessments (including examinations) at the scheduled times.

This procedure and application form is for placement **ONLY**. For all Special Consideration regarding assignments and assessment work for the subject, refer to Section 3: Submission & Return 3.3 Special Consideration as per the Subject Outline.

[PROFESSIONAL EXPERIENCE SPECIAL CONSIDERATION APPLICATION](#) is submitted to the Student Placements Team for the Professional Experience Academic Coordinator's approval. The application requires supporting documentation to be submitted **at the time of your InPlace editing dates**. Refer to the [Professional Experience Calendar](#) for InPlace editing dates for the subject with the embedded placement.

Applications submitted either without supporting documentation OR after placement requests close will not be considered.

The PST/GST must immediately inform the Student Placements Team if requiring a placement change as per the [Student Special Consideration Circumstances Policy](#) (3.3 Application Type) that may require placement outside the Professional Experience Calendar scheduled time frame and apply for a [Professional Experience Special Consideration](#) with the [appropriate documentation](#). The assessment of the application will be based on the following criteria:

- does not interfere with the integrity of the intended learning within the placement as any adjustments made as the result of a request for Special Consideration must not compromise the integrity of assessment requirements and processes, including the course [Inherent Requirements](#) as per the [Special Consideration Procedure](#) (2.1.3)
- does not overlap with coursework timetabled lectures, workshops and subject assessments
- the consecutive day requirement is still met
- the host site has the capacity to continue with the placement

PLACEMENT SPECIAL CONSIDERATION DURING A PLACEMENT

Attendance must be for the entire school day and per the host site's timetable, including meetings and in-school extra-curricular activities. Preservice Teachers (PST) must notify the school immediately if they cannot attend a day due to illness or extenuating circumstances in line with the [Student Special Consideration Policy](#).

The day's planning is required to be forwarded to the Site-Based Teacher Educator (SBTE). PST must make up the missed day the following week to ensure the placement requirement of attending days consecutively.

The PST must immediately inform the Student Placements Team of any significant absence from placement (**3 days or more**) as per the [Student Special Consideration Circumstances Policy](#) (3.3 Application Type) that may require placement outside the Professional Experience Calendar scheduled time frame and apply for a [Professional Experience Special Consideration](#) with the [appropriate documentation](#). The assessment of the application will be based on the following criteria:

- does not interfere with the integrity of the intended learning within the placement as any adjustments made as the result of a request for Special Consideration must not compromise the integrity of assessment requirements and processes, including the course [Inherent Requirements](#) as per the [Special Consideration Procedure](#) (2.1.3)
- does not overlap with coursework timetabled lectures, workshops and subject assessments
- the consecutive day requirement is still met
- the host site has the capacity to continue with the placement

The PST and SBTE **cannot negotiate** changed placement dates outside the Professional Experience Calendar without gaining approval from the process as detailed in the above procedures.

PREREQUISITE FOR FINAL PLACEMENTS

To undertake the final Professional Experience and Co-requisite subjects, students have to meet the following prerequisites:

As a course progression requirement, PST/GST must successfully complete LANTITE **before** commencing the final Professional Experience Placement.

Undergraduate Students

21 CREDIT POINTS OF LEVEL 3 SUBJECTS, INCLUDING (ED3097 OR ED3197 OR ED3297) AND (ED3223 AND ED3096) OR (ED3095 AND ED3497) OR (ED3210 AND ED3209)

Postgraduate Students

Primary: 24 CREDIT POINTS

Secondary: ED5955 ED5965 ED5958 ED5967

MANDATORY INTENSIVE WEEK

To complete the Professional Experience Program (a core component of the Bachelor of Education), it is a requirement that all Preservice Teachers participate in a 3-day intensive Professional Online Orientation Program during the **final year of the program (ED4490)**. Refer to [Professional Experience Calendar](#)

Post Graduate Students who have successfully completed ED5974 or ED5979 are invited to attend the Professional Online Orientation Program to support their transition into the profession. It is an optional offering for GSTs.

BREADTH OF PLACEMENT

To meet accreditation requirements, the College of Arts, Society & Education ensures that students have the opportunity to work with a wide range of learners across the variety of sectors (Departmental, Catholic and Independent) and settings. This is achieved through the following:

- Bachelor of Education Preservice Teachers undertake Professional Experience in different school/centre **settings** at each level – and as the final two years of Professional Experience constitute the major teaching blocks, they must be undertaken in **different settings**
- Master of Teaching and Learning Preservice must undertake professional Experience across a minimum of **two sectors and a minimum of three settings**
 - Early Childhood PSTs (including ECE online Preservice Teachers) throughout the program should be placed so the Experience is had teaching in Preparatory to Year 3 settings (including a day in a year 4 or above classroom) and other approved sectors and settings where appropriate
 - Primary PSTs, throughout the program, should be placed, so the Experience is had in a range of **lower, middle and upper primary year levels**, including the opportunity to engage in the chosen **specialisation**;
 - Secondary PSTs will **not** be placed for first-year placement in the school where the completion of Year 12 was in the previous year;
 - Secondary PSTs, throughout the program, should be placed in settings where the experience of **both** teaching areas and classes at compulsory and post-compulsory levels in **both** junior and senior curricula.

PLACEMENT BREACHES

It is a Queensland College of Teachers (QCT) **requirement for program accreditation**, including our JCU Nationally Accredited programs to adhere to this requirement of Higher Education Institutions (HEI) responsible for arranging Professional Experience Placements. Therefore, all placements are **ONLY** organised by the JCU Student Placements Team so Preservice Teachers should not contact sites regarding potential placements under any circumstances.

It is a **breach** of JCU placement processes for PST/GSTs to attempt to source and arrange a school of choice for a placement. It is a breach to **approach or engage** in conversation with Principals, Deputy Principals, Head of Departments, Site Coordinators or Site-Based Teacher Educators about being placed at the school.

JCU works to avoid placing PST/GSTs at a partnership school or centre representing a conflict of interest. The assessment of a Professional Experience must not be subjected to positive or negative bias for either the PST/GST or the Supervising Teacher.

A **conflict of interest** refers to a school or centre where a Preservice and Graduate Student Teacher is employed, **including** a Permission to Teach, or has been recently employed or where a child or close family member* attends or is employed.

Family members* mother, father, brother, sister, aunt, uncle, or in-law immediate family member

Students **cannot** choose a school centre or sector*. The process for Preservice and Graduate Student Teachers is to provide 2 preference localities (towns).

In special circumstances for those in small communities and after discussion with the school Leadership Team, consideration may be granted by the Professional Experience Academic Coordinator to complete a placement in the school or centre. The placement **still needs to meet** the Professional Experience Guidelines.

For the FINAL suite of Placements **ONLY**– Professional Experience A & Professional Experience B (Undergraduate) Final Graduate Professional Experience (Master of Teaching and Learning), students may provide a preference for a sector*.

Every effort is made to secure a preference of locality and final Placements (sector) if preferences **still meet** the Professional Experience Guidelines. A preference **is not a guarantee** for a partnership school/centre accepting a Placement.

*sector refers to - Department of Education, Catholic Education, and Independent

PLACEMENT DATES

The Professional Experience Advisory Committee (PEAC) endorses the JCU Professional Experience [calendar](#). It is an agreed calendar that aligns with subject learning and assessment and partnership schools' and centres' capacity to host Preservice and Graduate Student Teachers.

The PST and SBTE **cannot** negotiate changed placement dates **outside** the Professional Experience Calendar without **written approval** from the Professional Experience Academic Coordinator.

Completing the **required number of Professional Experience days** for the subject in which the Placement is embedded is a **requirement to pass the subject**. If the Preservice or Graduate Student Teacher is sick during the Placement and requires a day off, they are responsible to:

- Contact the school or centre via email before the working day begins (usually by 8 am) and advise that they will not be in attendance for that day
- If the PST/GST had required planning for the day – forward it to the SBTE so lessons can continue without disruption
- Provide a medical certificate to the school or centre (in accordance with the individual school/centre's policy) and a copy to the [Student Placements Team](#)
- Make up the day for the illness the following week to ensure the placement requirement of attending days consecutively

Note: It is not possible to make up missed days when lectures or tutorials are scheduled

If significant changes (3 days or more) require the negotiated days of placement **outside the Professional Experience Calendar scheduled time frame**, the PST/GST is required to apply for a [Professional Experience Special Consideration Application](#). The Professional Experience Academic Coordinator can only approve the application.

CODE OF CONDUCT

PST/GSTs working in educational settings are bound by the relevant Code of Conduct, which shapes and guides the standards of practice required of teachers. Individual [State Regulatory Authorities](#) determine that individuals working in schools are fit and suitable to teach. Any serious legal infringement may result in failure to be registered with the Queensland College of Teachers and therefore, not teach in Queensland schools. This applies to each State Regulatory Authority.

CODE OF ETHICS

A Code of Ethics is a set of statements about professional group members' appropriate and expected behaviour based upon agreed values. Such codes for teachers exist in several forms:

- Queensland Teachers' Union
- Guidance Officers
- Australian Early Childhood Association
- Education Queensland and the Queensland College of Teachers or chosen State's Regulatory Authority

For the most part, Codes of Ethics do not dictate a prescriptive set of practices; rather, they provide a set of principles and aims that should guide teachers' professional decision-making and their practice. They emphasise that teaching is fundamentally about moral and ethical issues because it concerns children's education.

PST/GSTs should acquaint themselves with existing codes and discuss the issue of ethics with the supervising teachers. QCT [Code of Ethics](#), JCU [Student Code of Conduct](#) and [Early Childhood Australia Code of Ethics](#) (ECE) provide important guides on the required professional conduct of PST/GSTs during Professional Experience.

The following is a summary of some of the major relevant areas covered in existing codes and an extension to a consideration of the specific context for PST/GSTs:

- The primary professional responsibility of the PST/GST is to value and promote all learners' education, safety, and well-being.
- Share the host schools/centres' commitment to parents and families of all learners.
- Strive to support and assist teaching colleagues, including other PST or GSTs and supervising teachers, and behave in ways that help build trusting, collaborative relationships.
- Behave in educational and wider communities in ways that promote and enhance the status of the teaching profession.
- While appointed to schools or centres for Professional Experience, strive to observe the commitments to the policies and rules of that school or centre.

PST/GSTs should strive to conduct themselves in ways that promote and enhance the partnerships between the College of Arts, Society & Education and the schools and centres that support Professional Experience.

DISCONTINUATION OF PLACEMENT

The school/centre can choose to discontinue a placement for a variety of reasons, which may not be related to the PST/GST's conduct. The University's response to the placement's discontinuation depends on the circumstances surrounding the decision. If the placement discontinuation is related to internal school/centre organisation and for reasons outside the PST/GSTs control, the Student Placements Team will endeavour to find a

new placement. The placement will likely need to be repeated in full. Due to the limited number of placements available, it is also possible that another placement may not be able to be found until the following semester in which the subject is offered.

Placements will be discontinued if a PST/GST breach the JCU Student Code of Conduct. Partnership schools and centres can exclude a PST/GST from a placement if the organisation considers on reasonable grounds that the conduct during the placement is inappropriate or that the PST/GST is not suitable to undertake or to continue the placement. The Site Coordinator will notify the Student Placements Team, immediately informing the Professional Experience Academic Coordinator to advise the Student Teacher not to attend the site.

In most cases, the PST/GST will receive a failing grade for the placement. Other disciplinary actions may also be taken per JCU Policy. [Review of a Student's Suitability to Continue a Course Involving Placement](#)

PLACEMENT FOR OUT OF STEP STUDENTS

Out-of-step refers to when a student's planned progression of the course and proposed study plan is disrupted. Regarding Placement – Out-of-Step means you **are not completing all Placements** as indicated on Profex Calendar year within the same calendar year.

If you are a student returning to study after a period of absence or an Out of Step student, it is your **responsibility** to contact the Student Placement Team **NO LATER** than the 1st Week of the Study Period before commencing the subject with the embedded placement.

Failure to make contact will mean that a placement will not be found.

Please refer to the [Calendar](#) to see when your 'out of step subject' for which you intend to enrol has the scheduled embedded placement.



PLACEMENT ASSESSMENT

A consistent, high-quality professional experience is the opportunity to learn within and through practice. A PST/GST's learning and development of the professional practices is demonstrated through the impact on student learning and professional reflections on the contributions to the classroom and the wider school community. Written **constructive feedback** on the Report provides valuable comments for PST/GST to plan for their next phase of Placement.

ASSESSMENT

RESOURCES



Reports & supporting documentation to assist in making an assessment of the Preservice Teacher are provided by the Work Integrated Learning Team each year via JCU Professional Experience Resource Portfolio

CRITERIA

Each placement is assessed against the Australian Professional Standards appropriate for the particular placement focus



SUCCESS INDICATORS

Each Placement prior to the Final Placement is assessed at an Engagement Level. Final Placement is assessed at an Achievement Level against the Graduate Career Stage



ASSESSMENT

The overall assessment of how the PST/GST is developing adequately towards the graduate level is either: Satisfactory or Unsatisfactory in meeting ALL assessed APSTs in order for the PST/GST to progress to the next phase



LITERACY AND NUMERACY FOR INITIAL TEACHER EDUCATION (LANTITE)

Successful completion of the [Literacy and Numeracy Test for Initial Teacher Education](#) (LANTITE) is an expected requirement of the Australian Ministers for Education for all graduates. As a course completion requirement, all students enrolled in an initial teacher education course (either undergraduate or postgraduate) will be expected to sit and meet the test standard prior to graduation.

As a course progression requisite, PST/GSTs enrolled in an ITE program at JCU **from 2021** onwards must successfully complete LANTITE before commencing the final Professional Experience Placement.

PERMISSION TO TEACH

The JCU Process for negotiating a 'Permission to Teach' for PST/GSTs is to ensure that those who are granted Permission to Teach (PTT) by the Queensland College of Teachers (QCT) while undertaking an initial teacher education (ITE) program at JCU are appropriately supported with a view to **meet the requirements** of the accredited program while enrolled.

Guiding Principle: The Australian Professional Standards for Teachers at the Graduate career stage underpin the accreditation of JCU's five programs: Bachelor of Education (Early Childhood Education), Bachelor of Education (Primary), Bachelor of Education (Secondary), Master of Teaching and Learning (Primary) and Master of Teaching and Learning (Secondary). It is a fundamental principle that these programs are accredited on the basis that they produce graduates who are **fully supervised by subject specialists and assessed** avoiding a conflict of interest, to meet the AITSL Graduate Teacher Standards.

As the ITE provider, JCU has an obligation to ensure that students who are granted a PTT meet all the requirements of the accredited program in which they are enrolled. JCU suggests the PST/GST disclose the following information during the initial discussion with the employing school:

- Remaining studies to be completed in the ITE program
- Academic transcript and academic status
- Workload requirements per subject (noting a **maximum** of 0.4 FTE is recommended for those studying full-time load)
- Remaining scheduled Professional Experience during the PTT period – **see NOTE**
- Program of support to manage PST/GST's engagement of study and professional workloads

When an employing school initiates the PTT application, JCU asks to be invited to engage in open transparent dialogue with the school and the PTT applicant to provide the relevant documentation requested by QCT, as follows:

- The name of the ITE provider, contact person and their position
- Details of what arrangements have been made regarding any professional experience that is expected to be completed during the proposed PTT period
- Confirmation that it will be possible to continue to meet course requirements while teaching under a PTT
- A letter of acknowledgement from the ITE provider
- Information about how the PST/GST intends to manage both a study and teaching load upon application approval

A letter of acknowledgement can then be provided by JCU (Professional Experience Academic Coordinator) if the University is satisfied that the conditions of the PTT (including teaching load) and the support plan provided by the employing school will support the PST/GST to engage in coursework and meet the outstanding requirements of the degree.

A letter of concern may be provided if the PST/GST is **deemed 'at risk'** if one or more of the following conditions are met:

- The academic status of the JCU student is cautionary or conditional (a satisfactory academic status is required to avoid placing the student at great risk)
- The JCU student's capacity to complete all assessed aspects of the accredited program, including coursework and Professional Experience, will likely be compromised due to the proposed teaching load or other school requirements or insufficient support
- The JCU student is applying for a PTT outside their field of study
- The JCU student has not yet undertaken studies in the degree that explicitly prepare to plan, teach, and assess the Australian Curriculum and/or establish safe and supportive learning environments for the proposed PTT teaching areas.

NOTE:

Developing Towards Graduate Level – Prior to Final Placement

Placements embedded in coursework subjects must be undertaken at a school **other than** the employing PTT school to meet the requirements of JCU's accredited program. An appropriate placement will be sourced via normal University processes.

If the PST/GST has the University's approval to undertake Professional Experience at the PTT employing school, due to all accreditation and JCU Guidelines and Processes, including school partnership relations conflict of interest (as per Placement Breaches) are being met** the school must provide assurance that PST/GST can be fairly and fully supervised with subject area specialised teachers and assessed as per JCU's Accredited Program Standard 5.2 and according to the relevant Professional Experience report while teaching under PTT in a manner that avoids conflict of interest.

Adequate time must also be provided to complete the Graduate Teacher Performance Assessment (GTPA).

**Final Placement QPERF Assessment



JCU PROCESSES

Placement Registration

IN-PLACE REGULATIONS

The Student Placements Team organises all student placements. Trying to arrange or broker a placement school breaches JCU Placement Guidelines.

- **Step 1:** To register for a placement, a student must ensure that they meet the prerequisites of the embedded placement subject. Students who meet this requirement will have a Student Placement Preference survey emailed to them from the Student Placements Team. Complete the Placement Preference survey in a timely manner so placement sourcing can commence.
- **Step 2:** The Student Placements Team source the placement
- **Step 3:** Students receive an email from the Student Placements Team to advise that their placement is sourced and to log into InPlace to view their confirmed placement. This will occur approximately 2 weeks prior to the placement commencement date.
- **Finalisation:** Once students have been notified of a placement school/centre, **no change** is permitted as the placement has been sourced under the Guidelines for Professional Experience
- **Step 4:** Students are to contact the listed Site Coordinator via email to introduce themselves and to arrange an Induction meeting time prior to Placement

If the placement host school/centre is in an area outside of the Townsville and Cairns regions where a student may need to arrange travel, e.g., book a flight, the Student Placements Team will advise the student as soon as possible after the placement is confirmed.

UNABLE TO GO OUT OF TOWN FOR PLACEMENT

Under the [Coursework Enrolment Procedure](#) (6.1), PSTs/GSTs may be required to attend placement in any location to meet the Placement Requirements at their own expense. However, if they have particular circumstances that would mean that severe hardship would result from an out-of-town placement, a [PROFESSIONAL EXPERIENCE SPECIAL CONSIDERATION APPLICATION](#) can be submitted to Student Placements Team for the Professional Experience Academic Coordinator's approval. The application requires supportive documentation and is to be **submitted at the time of your InPlace editing dates**. Please see the Professional Experience Calendar for InPlace editing dates for the subject with the embedded Placement.

Applications submitted either without supporting documentation OR after placement requests close will not be considered.

Note:

- Special consideration will not be given for normal family or work commitments.
- If you are unsure of your eligibility for special consideration, please refer to the [Special Consideration Procedure](#).
- If your application for special consideration is accepted, placement is still subject to the availability and capacity of a partnership school hosting a PST/GST.

FAILURE TO COMPLETE IN-PLACE SURVEY

Completing InPlace requirements is to notify the Student Placement Team of your intention to register for a Placement within an embedded subject. InPlace **MUST** be completed the year **before enrolling** in the subject as per the Placement Calendar.

If you are a student returning to study after a period of absence or an Out of Step student, it is your **responsibility** to contact the Student Placement Team **NO LATER** than the 1st Week of the Study Period before commencing the subject with the embedded placement.

Failure to complete the [Pre-Placement Requirement](#) (1.1) of editing InPlace for a placement within the scheduled timeframe means a placement will not be sourced for the student. The University is under no obligation to provide a professional placement to a student who has not completed the Pre-Placement Requirements by the due date.

Students who fail to comply with [Placement Requirements](#) (7.4) in accordance with the Professional Experience Placement Requirements Procedure may be withdrawn from their subjects and discontinued from their course.

IN-PLACE INFORMATION

Students cannot choose a school centre or sector*. In completing InPlace, students must provide **two (2) preference localities** (towns). Where a placement cannot be obtained in the 1st preferred geographical location, the Student Placements Team automatically seeks placement in the 2nd preference locality.

For the FINAL suite of placement subjects **ONLY**– *Professional Experience A & Professional Experience B* (Undergraduate) *Final Graduate Professional Experience* (Master of Teaching and Learning), a student may provide a preference for a sector*.

*Sectors - Department of Education, Catholic Education, Independent

Every effort is made to secure a preference of locality and final placements (sector) if preferences still meet the Professional Experience Guidelines. A preference **is not a guarantee** for a partnership school/centre accepting a placement.

PSTs/GSTs are advised that they may be required to undertake Professional Experience outside of Townsville or Cairns (depending on where the student is enrolled) at their own expense – refer to [Coursework Enrolment Procedure 6.1](#). Similarly, ONLINE students may be required to undertake Professional Experience outside of their home-based location at their own expense.

RECORDING A CONFLICT OF INTEREST

It is a requirement to provide a list of schools or centres where you have a conflict of interest, **including a Permission to Teach**, when completing InPlace for each new placement. Failure to declare or disclose a conflict of interest will result in the placement school or centre being changed.

At-Risk Procedures

PURPOSE OF AT-RISK NOTIFICATION

The "At-Risk Notification" is an equitable process designed only for Site-Based Teachers and Site Coordinators to activate to support the PST/GST.

The "At-Risk Notification" process is designed to alert the PST/GST and JCU to areas of concern identified by the Site-Based Teacher Educator and Site Coordinator. The At-Risk Notification process should be used in any of the following circumstances:

- Where the Site-Based Teacher Educator and Site Coordinator believe that the PST/GST could, with additional effort and attention, work to demonstrate competence in all criteria required in the Professional Experience.
- Where the PST/GST fails to have adequate preparation or ineffective paperwork or reflection on practice and is not responsive to feedback provided by the Site-Based Teacher Educator and Site Coordinator.
- Where the Site-Based Teacher Educator and Site Coordinator believe that intervention from JCU would assist the PST/GST.
- Where the Site-Based Teacher Educator and Site Coordinator have concerns for the PST/GST's well-being or inappropriate professional conduct.

The "Preservice/Graduate Student Teacher At-Risk Notification" process and form submission should be initiated as early as possible. This action allows time for intervention to occur before the completion of the Placement.

ON RECEIPT OF THE AT-RISK NOTIFICATION FORM

- Student Placements Team contact the Professional Experience Academic Coordinator
- Contact is made with the Site-Based Coordinator to discuss the concerns
- Based on conversations, an arrangement is made for either the Profex Coordinator or Academic Liaison to visit to support the PST/GST and the Supervising Teacher
- In collaboration, the JCU Team, School and PST/GST develop an action plan of support that serves the best interest of all parties, including a time for review
- The Professional Experience Academic Coordinator [Education] may elect to terminate the Professional Experience. The placement can be terminated at any time if the Professional Experience Academic Coordinator considers that progress or performance in the placement is not satisfactory or the PST/GST has not conducted themselves in a professional manner.

If further action is required, the Site Coordinator should contact the Professional Experience Academic Coordinator via email: trisha.telford@jcu.edu.au or phone (07) 47815424.

The Professional Experience Academic Coordinator maintains the right to require a student to **undertake** a repeat or failed Professional Experience placement in Townsville or Cairns and participate in a support program to prepare for the next attempt at the Placement.

CONCERNS AND COMPLAINTS

If there are problems concerning confidentiality or ethical dilemmas concerning the PST/GST, Site Coordinators are **urged** to contact the Student Placements Team by either emailing placements@jcu.edu.au or leaving a specific message on 07 4781 6333 indicating if the matter requires urgent attention.

If at any time a PST/GST's circumstance changes regarding "good character" (as defined by QCT), the school/centre is obliged to immediately contact the Professional Experience Academic Coordinator to reassess Professional Experience.

REQUEST FOR INTERVENTION

Whilst on Professional Experience, personnel are in place to support the PST or GST. Initial support is provided by the Professional Experience Academic Coordinator or assigned Academic Liaison (final year), the Subject Coordinator, and the Course Coordinator. The College academics are there to support the PST/GST as they navigate the placement.

The 'Request for Intervention' is a 4-step process designed for Preservice and Graduate Student Teachers to trigger a response from the Student Placement Team at JCU requesting support during a Placement. The form is located on the LearnJCU Professional Experience Community Site.

Upon receipt of the Intervention Notification, the Student Placement Team will notify the Professional Experience Academic Coordinator or Academic Liaison to contact the PST/GST to discuss the concern. If necessary, the Professional Experience Academic Coordinator or Academic Liaison will visit the school to discuss the matter with the parties concerned. To discuss the learning requirements of your Professional Experience, the [Professional Experience Academic Coordinator](#) is your first point of call.

COUNSELLING SERVICES

JCU's Counselling Service provides a professional, confidential, and free counselling service for PST/GSTs. Professional Experience can become a stressful time for several reasons. Making those times less stressful is an important goal of the counselling staff at [JCU Student and Wellbeing](#).



IMPORTANT INFORMATION

General Processes and Guidelines

PROFESSIONAL EXPERIENCE DATES

The dates for Professional Experience per subject are published on the [College website](#), and in the Professional Experience Community Site on LearnJCU. The academic year Professional Experience calendar is available approximately in October of the previous year to assist you in preparing for Professional Experience in the following year. It is the **responsibility** of the Preservice and Graduate Student Teacher to be **familiar** with any planned Placement dates in the **year prior to enrolling** in the subject in which the placement is embedded. Please refer to your course enrolment planner which outlines any subject with a professional component.

PROFESSIONAL EXPERIENCE WORKSHOPS

Each subject with an embedded Professional Experience has a series of Professional Experience Online Workshops to prepare you for a successful placement.

JCU has a duty of care to students and placement agencies and seeks to ensure that students who undertake prescribed Professional Experience are academically, emotionally, behaviourally, and ethically prepared for the demands of placements. [Review of a Student's Suitability to continue a Course Involving Placement](#)

Attendance at Professional Experience Workshops is a **Placement Compliance Requirement**, and an automatic roll is taken. **Non-attendance is a breach of that agreement.** This procedure supports the Academic Progression Policy by outlining the actions the University will take to monitor students' compliance with Pre-Placement Requirements prior to undertaking a Student Placement. Students who fail to comply with Pre-Placement Requirements within the prescribed timeframe will have sanctions applied to their enrolment and, if they withdraw from subjects after the census date, may incur financial penalties. [Professional Experience Placement Requirements Procedure](#)

The dates and times are advised through the Subject Outline and on the Professional Experience Community LearnJCU Site.

RURAL AND REMOTE FINANCIAL ASSISTANCE

Students can apply for travel grants "[Beyond the Range](#)" or the "[Regional Professional Experience Grant](#)" to assist them in completing their Professional Experience in rural or remote Queensland if by a Department of Education school. Application for these grants will be advised at the Professional Experience Online Workshops and the Teach Queensland [website](#).

We encourage PSTs to have at least one placement in a remote setting.

RESOURCES FOR PARTNERSHIP SCHOOL OR CENTRE

JCU Handbooks, Digital Reports and supporting documentation to assist SBTEs in assessing PST/GSTs in making formal evaluations are provided to schools and centres by the Student Placements Team each year via the JCU Professional Experience Resource Portfolio.

PROFESSIONAL EXPERIENCE HANDBOOKS

Professional Experience Handbooks, Digital Reports, supportive templates, and resources needed for placement are in the LearnJCU Professional Experience Community Organisation site. PST/GSTs **are required** to download the relevant Year Level Handbook and associated materials for the placements.

PLACEMENT RESOURCES

During placement, the following resources are required:

- Work Integrated Learning Professional Experience **Student General Handbook**
- Year Level **Professional Experience Handbook**
- Digital or Word Templates specific to the placement –located in Year Level Folders on the LearnJCU Professional Community Organisation Site
- Other resources you may require are outlined in the Professional Experience Online Workshops and Professional Experience Handbook
- Please refer to the Professional Experience Community Site for the **School Back Pack** with suggested ideas for what to take on a Placement

ACADEMIC LIAISON

The Professional Experience Academic Coordinator oversees the JCU Professional Experience Pathway program and supports PST/GSTs, Site-Based Teacher Educators, Site Coordinators and all partners in the Professional Experience process.

In the final year of the Bachelor of Education and Master of Teaching and Learning, PST/GSTs will be allocated a JCU Academic Liaison who will:

- Support PST/GST through **both phases** of Professional Experience.
- Establish contact with the PST/GST in the first phase of placement.
- Establish contact with the PST/GST and **Site Coordinator** early in the **final** Professional Experience.
- Organise in advance to meet with Supervising Teacher(s) and PST/GSTs to discuss/moderate progress towards Graduate Level.
- View and discuss the Preservice & Graduate Student Teacher's **QPERF Portfolio** of annotated evidence for and of student learning
- Discuss and review any concerns concerning the progress towards the Graduate Level.
- Support the process of At-Risk Notification and the collaborative process of developing an action plan of support that serves the best interest of all parties, including a time for review.
- Inform the Professional Experience Academic Coordinator.

GRADUATE TEACHER PERFORMANCE ASSESSMENT (GTPA)

[GTPA](#) is a culminating summative assessment task based on a final year Professional Experience. It comprises five interrelated practices designed to enable PST/GSTs to demonstrate the ability to link practice with theory and to appraise the impact of the full cycle of teaching practice – planning, teaching, assessing and reflecting. It is a requirement in the final Professional Experience. PST/GSTs must submit the GTPA to the University 2 weeks after completing the scheduled Final Placement date. Teachers must successfully complete the GTPA as a condition of graduation.

PUBLIC HOLIDAY/STUDENT FREE/PROFESSIONAL DEVELOPMENT DAYS

Completing the required number of Professional Experience days for the subject in which the placement is embedded is a requirement to pass the subject. In the case of a Public Holiday or local gazetted holiday falling during the practicum period, PST/GSTs are required to make the day up, as closely aligned with the placement structure of consecutive days to meet the full required number of days of placement. **Note:** Making up the day is to be avoided in clashing with lectures or tutorials scheduled according to the JCU Timetable.

Attendance is required if the schools/centres have a student-free/pupil-free/professional development day during the placement.

COLLECTION OF DATA

Preservice and Graduate Student Teachers are required as a means of demonstrating the APSTs to develop an annotated Placement Portfolio and, at times, ethically and confidentially collect artefacts for subject assessments, aligning theory and practice. They are required to de-identify **all** artefacts. Preservice and Graduate Student Teachers are guided to work within the policy of the school or centre before attempting to take photographs.

Request clarification is provided by JCU's Data Declaration Forms and ECE Centre's/Parental Permission to Observe and Photograph.

CONFIDENTIALITY

Schools and centres deal with confidential information about students and their families. During the placement, written reports, and all spoken commentary about Professional Experience, PST/GSTs are expected to act according to the professional ethics of confidentiality and non-discrimination. It is a serious breach of PST/GSTs to break confidentiality.

ARRIVAL AT PLACEMENT SCHOOL OR CENTRE

PST/GSTs must be at and signed in at the school or centre before the commencement of the school/centre's official start time. Time of arrival should be negotiated with your school's Site Coordinator during your introduction meeting prior to commencing.

Follow the school's policy and code of conduct for late arrival to the placement and note that the school or centre may lodge a complaint with the Student Placements Team if you are continuously late. This will result in a failed placement for not meeting the required days specific to the practicum.

LEAVING EARLY FROM PLACEMENT

It is a requirement to meet the required days (**full school day**) of a specific placement. To meet placement requirements, one of which is shadowing the SBTE and modelling the responsibilities and duties of an Educator, you cannot leave early from placement.

DRESS CODE FOR PLACEMENT

Each school and centre will have its own specific dress code policy, including sun-safe protective clothing. You will be required to adhere to the school's dress code policy – including hair and jewellery requirements during your placement. Address the school's dress code for Teachers during the Placement Induction meeting with the Site Coordinator.

'Standards of Practice' supports the Queensland Public Service Code of Conduct. This is a summary: *"It is essential we ensure that our personal appearance and presentation is professional. As a general guide, the appearance and dress of departmental employees should be clean, tidy, and appropriate to their duties and the people with whom they are dealing. Examples of inappropriate dress for DET's work environment include thongs, singlets, revealing clothing or clothing with offensive slogans. Each of us also needs to ensure that in compliance with our duty of care under the Work Health and Safety Act 2011, and the requirements of the Code, we do not wear clothing or footwear that could put our own workplace health and safety at risk."*

For Department of Education schools, there is no departmental policy in relation to tattoos or piercings. Jewellery may be a hazard when undertaking some activities. There is no requirement to cover a tattoo unless it is offensive or inappropriate. Independent, Catholic, and Private schools may have specific standards concerning the requirement to cover a tattoo.

Take a sun-safe hat (not a cap) for outdoor learning activities and playground duties.

SITE-BASED TEACHER EDUCATOR ABSENT

If the SBTE is absent during placement, the Site Coordinator at the school or centre will assist with what is required. You will still need to be prepared to teach lessons under the supervision of the relief teacher. It is not legal for you to teach without supervision. The Legal Rights and Responsibilities - [Supervision](#) outlines the implications of teaching without supervision.

For placements requiring the SBTE's signature for the Professional Experience Attendance Record, the relief teacher is eligible to sign the Record of your attendance. If they are unavailable, having the Site Coordinator sign is acceptable.

Placement Concerns

FAILED PLACEMENT

A successful Professional Experience is a requirement to pass the subject in which the placement is embedded. For embedded Professional Experience, a successful completion of placement and coursework (and associated assessment) is required to pass the subject overall.

All subject requirements must be completed in the same study period in which the PST/GST is enrolled. If repeating a subject with embedded Professional Experience, the reattempt of all subject requirements, **including the placement, is required****. (A successful placement completed in a previous enrolment does not count).

A PST/GST is required to attend an interview with the Professional Experience Academic Coordinator to review the reasons for the unsuccessful placement. An action plan to support the PST/GST's continuation of the program is discussed, and options to seek alternative study plan options.

The Professional Experience Academic Coordinator maintains the right to require a student to undertake a failed Professional Experience placement in Townsville or Cairns and participate in a support program to prepare for the next attempt at the placement.

Students have the right to one subsequent attempt at any given placement unless failure has resulted from unethical or inappropriate behaviour. According to JCU's [Unsatisfactory Academic Performance Procedure](#), failing a second or subsequent attempt of a subject identified in Appendix 2** of the [Appendices to the Unsatisfactory Academic Performance Procedure](#) will result in exclusion from the Bachelor of Education (refer to [Appendix 4](#) courses).

Note:

****Placement required** This determines the student as an Out of Step Student. Please refer to the information regarding Placement For Out of Step Students.

Appendix 2 ** Professional Experience subjects are Appendix 2 subjects

SUCCESSFUL PLACEMENT BUT FAILED COURSEWORK ASSESSMENT

If PST/GST has a successful Professional Experience but fails the coursework assessment component of the subject, then the next enrolment in the subject requires reattempting all subject requirements (i.e., a Practicum completed in a previous enrolment does not count). This determines the student as an Out of Step Student. Please refer to the information regarding Placement For Out of Step Students.

All subject requirements must be completed in the same study period in which you are enrolled.

It is a student's responsibility to email the [Student Placement Team](#) as per the information Placement for Out of Step Students. Failure to make contact will mean that a placement will not be found.

WITHDRAWAL FROM PLACEMENT

Before withdrawing, we encourage students to discuss their options with the Professional Experience Academic Coordinator to support making an informed decision.

If the PST/GST decide to withdraw from their placement prior to commencing the Practicum, the following action is required:

- Inform the Student Placements Team via email so the host school may be notified.

If a PST/GST decides to withdraw from their placement during a placement without meeting with the Professional Experience Academic Coordinator to seek support, the following action is required:

- Inform the Student Placements Team via email.
- Inform both the Site Coordinator and Site Based Teacher Educator via email.

WITHDRAW FROM PLACEMENT AFTER CENSUS DATE

[Please refer to Coursework Enrolment Procedure](#)

3.1 A student may apply in writing for withdrawal without academic penalty if special circumstances apply.

3.2 An [application for Withdrawal without Financial and Academic Penalty due to Special Circumstances](#) must be submitted within 12 months of the subject's withdrawal date.

In exceptional circumstances, an application may be made outside of the 12-month application period. In these cases, additional supporting documentation must provide detailed evidence of the exceptional circumstances and clearly state why it was not possible for the student to apply before the end of the application period.

Please refer to Withdrawal without Financial and/or Academic Penalty due to [Special Circumstances](#) to understand what constitutes special circumstances.

WORK HEALTH & SAFETY

Induction

BLUE CARD

Students undertaking professional placements are required to obtain a [Suitability to Work with Children Card](#) before the start of the first Placement. Students must retain a current and approved [State's regulatory authority](#) Suitability to Work with Children Card for the duration of the course 1.4 [Professional Experience Placement Requirements Procedure](#)

As stated on the [Blue Cards portal](#), a person does not need to have a physical blue/exemption card before starting work or volunteering with children. Blue Cards do not require you to carry your card with you while working. However, this may be a policy of the organisation's child and youth risk management strategy. If it is your school or centre's policy to sight a physical card, please advise the Student Placement Team via placements@jcu.edu.au.

Your school/centre can [validate your blue card/exemption card](#) any time after a person has received their working with children check.

STUDENT IDENTIFICATION

On the commencement of a placement, present your JCU Student ID Card either on a lanyard or within a plastic badge holder to the school/centre office. Your identification is to be always worn during the placement.

INDUCTION

In accordance with the Professional Experience Partnership Agreement, the ITE Provider and the Professional Experience Site are responsible for providing an induction. The Professional Experience Advisory Committee have provided an Induction Document to ensure that the PST/GST is appropriately supported while completing all practicums, ensuring a quality placement for both the JCU student and the school/centre.

The guiding principle for this document is to clarify, in collaboration, the guiding AITSL roles and expectations for PST/GST to undertake successful and safe placements professionally and diligently, complying with the expectations of James Cook University and the placement site's policies and procedures which meet all required compliance matters.

The PST/GST are therefore required to attend:

- JCU Professional Experience Workshops
- Designated school/centre's Induction meeting prior to the commencement of the placement
- Site Base Teacher Educator's professional expectations dialogue to discuss Placement Goals, Weekly Learning Tasks, Assessment, classroom routines, procedures and planning, meeting and general classroom expectations

The Induction Document acknowledges the variance offered by Partnership Hosts in how they present the Induction. The PEAC recommend that the Induction take place on-site * in a face-to-face modality.

***Noting when PST/GST cannot attend due to Placement outside the PST/GST's locality of residence or PST/GST can show cause such as coursework timetabled workshop or lectures.**

The PEAC acknowledges that Partnership Hosts may vary regarding who is responsible for the specific content but recommends the following as best practice to ensure the endorsed induction topics are presented. These are

common features of successful induction programs and should be completed before commencement or on the first day of placement.

SITE COORDINATOR	SITE BASE TEACHER EDUCATOR
<ul style="list-style-type: none"> • School organisational and leadership structure • Key contact information and communication channels • Support timeline expectations, e.g., school IT access and touch point support times • Professional Orientation – e.g., staff/school handbook, school map, duty of care playground duties, lesson times, absence (APST 4.4) • Dress code and school-specific appearance standards (APST 7.1, 7.2) • Support JCU in reinforcing the Professional Boundaries and Code of Ethics for Teachers (APST 7.1) • Student protection and compliance (APST 7.1) • School behaviour management policy and framework • School arrival and departure processes, including emergency evacuation/lockdown/hazards procedures (APST 7.1, 7.2) • Staff meeting and professional development times (APST 6.2) • IT access and support, e.g., QLearn or System Access Form (APST 3.4, 4.5) • Other school/site-specific expectations 	<ul style="list-style-type: none"> • Expectations regarding placement goals, weekly learning tasks, assessment and portfolio requirements • Expectations regarding professional interactions and classroom practices, including the Pedagogical framework, lesson plan formatting, and submission deadlines. • Arrival, departure, cohort meetings, reflective practice discussion times (APST 4.2, 6.2, 7.2) • Classroom Universal, Targeted and Intensive Intervention support (APST 4.1, 4.2, 4.3, 4.4, 7.2) • Classroom Professional Practices and work demands of a sustained practice of the profession, e.g., consistent supervision for student engagement and confidentiality (APST 6.3) • Photocopying provisions and access to resource support (APST 3.4, 4.5) • Expectations regarding student and parental communication channels

The JCU Induction Document also provides an Exemplar Induction Guide. PST/GSTs may be required to sign off on their understanding of these school/centre policies. Some sites may require PSTs to attend extra health and safety preparation.

SUITABILITY FOR PLACEMENT

James Cook University has a duty of care to its staff, students and placement agencies. The University seeks to ensure that students who undertake prescribed professional are not only academically prepared, but also are emotionally, behaviourally and ethically prepared for the demands of placements. Please refer to the disciplinary actions that may be taken per JCU Policy. The [Review of a student's suitability to continue in a course involving a Placement](#) may include consideration of any of the following:

- physical or mental health, where this may:
 - significantly restrict the ability of a student to comply with the occupational requirements of the occupation for which the course of study will academically qualify the student; or
 - put the health and safety of other persons in the workplace at risk, or
 - put public health at risk,
- interpersonal skills,
- criminal behaviour,
- behaviour contrary to the relevant professional ethical requirements,
- behaviour contrary to relevant policies of the University or placement agency, or both,
- ability to undertake prescribed requirements of placements or professional activities,

- actions (verbal or non-verbal) which demonstrate a risk that a student may cause harm to or disruption of the activities of University staff, students, placement agencies or persons connected with placement agencies.

Consideration of the above factors should ensure that unlawful discrimination does not occur. Review of a Student's Suitability to Continue a Course Involving Placement

CONTACT DETAILS

PST/GSTs must provide relevant contact details to the host school or centre for health and safety purposes.



Health Issues During Placement

MEDICAL CONDITIONS

If you have recently suffered a medical condition that you believe will impact your Professional Experience and your ability to complete the [required duties](#) and learning tasks of the placement, advise the Student Placements Team as soon as it becomes apparent. Submit a [PROFESSIONAL EXPERIENCE SPECIAL CONSIDERATION APPLICATION](#) form to the Student Placement Team. Inherent requirements for each course are found in the [Course and Subject Handbook](#). A medical certificate may be required from your medical practitioner stating that you are fit to be in the workplace, meeting the required learning tasks and inherent requirements of the placement. This medical certificate is required by Workplace Health and Safety legislation and needs to be provided to the [Student Placement Team](#)

If you are studying with a documented disability, injury, illness, short or long-term health condition, including learning disabilities and mental health conditions, you can register with [Accessibility Services](#)

MENTAL WELL-BEING

If your mental health is affecting your engagement in Professional Experience, please contact the [JCU Counselling Unit](#). The service is free for all JCU students.

ABSENT DAYS DURING PLACEMENT

Completing the required number of Professional Experience days for the subject in which the placement is embedded is a requirement to pass the subject. If the following situations arise:

- PST/GST is ill
- A family member (e.g., child) is sick
- An unforeseen (i.e., unexpected, unusual or uncommon) family situation arises

Due to one of the above situations, the Preservice or Graduate Student Teacher is required to:

- Contact the school or centre via email before the working day begins (usually by 8 am) and advise that they will not be in attendance for that day
- If the PST/GST had required planning for the day – forward it to the SBTE so lessons can continue without disruption
- Provide a medical certificate to the school or centre (in accordance with the individual school/centre's policy) and a copy to the [Student Placements Team](#)
- Make up the day for the illness the following week to ensure the placement requirement of attending days consecutively

Note: It is not possible to make up missed days when lectures or tutorials are scheduled

If significant changes (3 days or more) require the negotiated days of placement outside the Professional Experience Calendar scheduled time frame, the PST/GST is required to apply for a [Professional Experience Special Consideration Application](#). The Professional Experience Academic Coordinator can only approve the application.

PREGNANCY

If you are pregnant, you need to obtain a medical certificate from your medical practitioner stating your expected due date and fit to be in the workplace. This medical certificate is required by Workplace Health and Safety legislation and needs to be provided to your school or centre and a copy to [Student Placement Team](#)

Legal Rights and Responsibilities

SOCIAL MEDIA CONDUCT

Pre-service and Graduate Student teachers are required to adhere to the following Social Media requirements. Posting information and pictures of teachers, children and young people on social media sites may not align with the Code of Conduct for the various education departments and/or early childhood centres. PST and GST are asked to be mindful that social media activity can negatively impact future career opportunities. Pre-service and Graduate Student teachers are advised to set any social media accounts to “private” and to avoid placing any comments, photographs or information about their professional experience on social media sites.

SUPERVISION

The College of Arts, Society & Education interprets “**supervision by a registered teacher**” to mean that a QCT registered teacher (or equivalent Teacher Accreditation Authority) will be present as indicated under the “Duty of Care” legal requirements and that the registered teacher will be able to provide regular written, informed, feedback on the Preservice and Graduate Student Teacher's teaching.

Teachers’ work is subject to many considerations in law. Preservice and Graduate Student Teachers are strongly encouraged to consult very closely with the Site-Based Teacher Educators to become familiar with the legal requirements that affect teachers' work. Site Coordinators during induction meetings to discuss the relevant acts of legislation.

DUTY OF CARE

Supervising teachers have a legal responsibility for the physical and intellectual well-being of the students in the class. However, should harm come to any student through negligence or poor judgment on the part of any PST/GST, it might be expected that both the PST/GST and the Supervising Teacher could be held responsible, especially if such harm had been reasonably foreseeable by either party.

PST/GSTs should always know the whereabouts of the supervising Site-Based Teacher Educator and be able to call for immediate support if necessary. PST/GSTs should take particular care when students work with potentially hazardous materials (e.g., a sharp pencil in a student's mouth is a potential hazard). The exercise of professional judgement is at all times essential and guided by the Site-Based Teacher Educator.

FAILING TO PRESENT FOR PLACEMENT

A school is asked as a Duty of Care to notify JCU if a PST/GST fails to present without notification for the commencement of placement.

INSURANCE

JCU provides cover under several different insurance policies for enrolled students undertaking approved placements that are a requirement of the course. Insurance cover is automatic.

What is not covered:

- Any activity that is not related to a placement, e.g., participating in extreme sport.
- Personal property. If you wish to arrange cover for personal items, you must do so at your own expense.
- The use of personal motor vehicles or the placement provider's vehicles. Students should confirm with the vehicle owner that the vehicle is roadworthy, with current registration and insurance. If you are driving a vehicle belonging to the placement provider, students should also make themselves aware of any driver restrictions and/or additional excesses relating to age and/or experience.
- If a student receives any form of payment or reward for the work done on placement or work experience, the University's insurance program will not extend to cover that student.

Applicable Insurances:

- [Public Liability](#)
- [Professional Indemnity](#)
- [Medical Malpractice](#)
- Group Personal Accident (see above)
- Corporate Travel (see above)

If a PST/GST is involved in an incident that may lead to a claim while undertaking placement, they must notify the Student Placement Team as soon as possible.

INJURY ON PLACEMENT

If you are injured, seek medical assistance during a placement, report the injury to your Site-Based Teacher and Site Coordinator, and comply with the school or centre policies and procedures regarding incident and injury. Complete an accident report form at the school or centre; notify the Student Placement Team as soon as possible.

LEGAL RESPONSIBILITY

A visit to the [Department of Education and Training](#) website will provide information on the numerous responsibilities and legal requirements facing teachers and principals:

- Workplace Health and Safety
- Management of Behaviour in a Supportive School Environment
- Schools and Discipline and Anti-Discrimination policy

Under the State Education Act, the legal responsibility for the duty of care of students lies with the Principal. Accordingly, during periods of Professional Experience, the Principal is the person to whom the PST/GSTs are, in turn, ultimately responsible.

Several key factors seem to apply to the consideration of teachers' legal rights and responsibilities; these are:

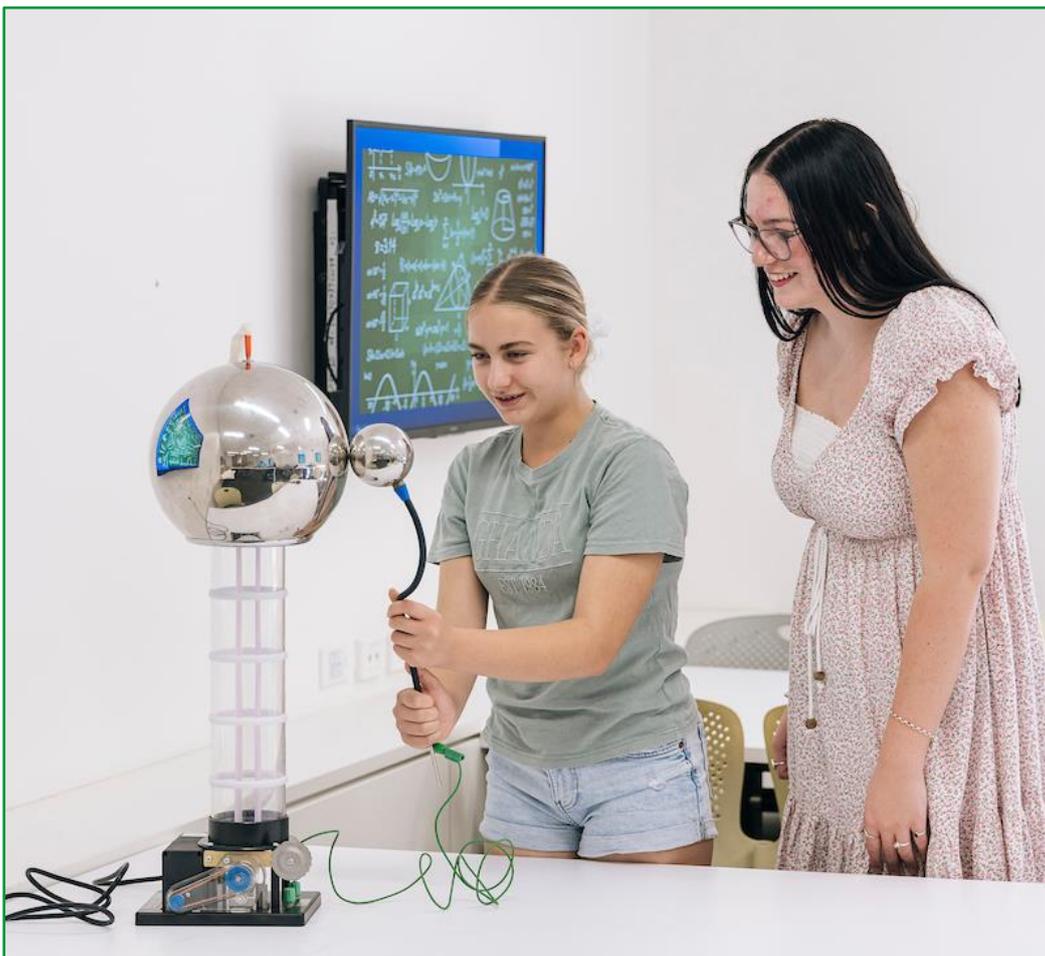
- **Preventative action** - It is essential that teachers (and PST/GSTs) give careful attention to ensuring that all learners are placed in a generally safe environment and that hazards that could be reasonably foreseen have been removed.
- **Documentation and reporting** - Whenever an incident occurs where a child has been injured, become ill, or is involved in some potentially serious incident of misbehaviour, PST/GSTs should take great care to report the incident immediately to the SBTE and administrators in the school/centre as appropriate. Write an account of the incident with detailed attention to time, place and others present.
- **Confidentiality and non-discrimination** - In writing such reports and in all spoken and written commentary about Professional Experience, act in accordance with professional ethics of confidentiality and non-discrimination.
- **Corporal Punishment** – At the beginning of the 1995 school year, corporal punishment in Queensland State Schools was **abolished** and is prohibited in most other schools. The Student Placements Team and JCU strongly condemn any wilful act of harm a PST/GST commits upon any student in their care. We strongly support the view of teaching as moral and ethical work with a primary commitment to the education, safety, and well-being of everybody's children.

RELATIONSHIP WITH STUDENTS

Teachers are recognised as having a significant duty of care for all students. The relationships established with students must be based on respect and trust, considering the student's best interests first. It is NEVER appropriate for PST/GSTs to engage in a personal relationship with a student even after the Professional Experience has been completed. This would be a significant abuse of the trust placed in the site community (including PST/GSTs) by a student's family. Legislation has been passed to comprehensively protect students from sexual abuse and other inappropriate conduct by those working with children. PST/GSTs unsure how to act or respond in a particular situation should consult their Site Coordinator or the Professional Experience Academic Coordinator. The QCT also provides a [Professional Boundaries Guideline for Queensland Teachers](#).

STUDENT DISCLOSURE

A situation may arise where a student at the host site discloses personal information related to sexual assault, neglect or abuse. Staff members have legal obligations depending on the information disclosed, requiring reporting specific events to the police, even if this means breaking the student's confidence. The site will have a policy and procedure to follow.



DOCUMENTATION REQUIREMENTS

Professional Experience Reports

To support the assessment processes and JCU's commitment to academic integrity, all Reports are returned ONLY by Site Coordinators. Digital Reports are to be submitted to the Student Placements Team by email within 5 days of completion of placement.

- Professional Experience Reports
- Professional Experience Attendance Records

Ask the Site Coordinator to be cc (Carbon Copied) in the email correspondence to retain a copy for your Portfolio. Ensure you have signed the Professional Experience Report.

Professional Experience Portfolios

As part of a PST/GST's learning during a placement, they are required to develop a Portfolio –a representation of their learning. The folio's purpose is to document, through chosen annotated artefacts

- PST/GST's Professional Learning
- Continued growth through reflective practice
- Tangible demonstration of the placement's assessed Australian Professional Standards at an engagement level as they develop towards graduate level, and in the final placement, the annotated artefacts demonstrate Graduate Achievement level.

The portfolio provides the foundation for PST/GSTs to develop the everyday reflective practice of demonstrating evidence of an Impact For and Impact Of student learning and ways of improving teaching.

The requirement of creating the Portfolio also prepares PST/GSTs for the rigour of documenting annotated evidence to move from a Graduate Teacher to a Proficient Teacher during their early career phase and for other future career phase progressions.

The portfolio is a working document. The specific annotated artefacts should demonstrate a range of evidence of the relevant Standard descriptors being assessed on the placement. It is a PST/GST's personal choice for the format of the folio - digital format or hard-covered folder. The structure of the Portfolio aligns with the 3 Teaching Domains and 7 professional standards.

While the folio is not an assessable Item, the Supervising Teacher will use it to support their judgement that the PST/GST meets the assessed APST. The Site Based Educator is required to sign off as continually discussing the folio artefacts throughout the placement.

The Portfolio is **not submitted** to the Student Placements Team or the relevant Subject Site in which the Placement is embedded. It **is required** to be brought to the Professional Experience Workshops.

However, If the Professional Experience Report **does not** indicate the PST/GST has developed their portfolio and discussed the artefacts of the portfolio, as per the Report, the PST/GST will be required to present the Portfolio to the Professional Experience Academic Coordinator as it is a requirement of the Placement.

Professional Experience Templates

For each Placement, students are provided with relevant support materials, including observation templates and lesson plan templates. All resources are located in the Professional Experience Community Site. Preservice and Graduate Student Teachers are encouraged to download the required materials, including the Professional Experience Handbook for Placement.

GLOSSARY OF WEBLINKS

[Work Integrated Learning JCU](#)

[Placement Requirements Procedure Policy](#)

[Professional Experience Calendar](#)

[Blue Card Services](#)

[Professional Experience Frequently Asked Questions](#)

[Professional Experience Special Consideration](#)

[Review of a Student's Suitability to Continue a Course Involving Placement](#)

[JCU Student Code of Conduct](#)

[QCT: Code of Ethics for Teachers Queensland](#)

[Professional Boundaries Guideline for Queensland Teachers \(QCT\)](#)

[Early Childhood Australia Code of Ethics](#)

[JCU Student Equity & Wellbeing](#)

[James Cook University Student Insurance Information](#)

[Professional Experience Checklist](#)

[Australian Professional Standards for Graduate Teachers](#)

[Literacy and Numeracy Test for Initial Teacher Education Students](#)

[Graduate Teacher Performance Assessment \(GTPA\)](#)

